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ALTHOUGH I hate all sweeping historical generalizations, I will venture to say that the business of education is more important at this moment than it ever has been in the past. Although I loathe all prophecy, I will say that the world seems to be rushing toward the destruction of liberty of conscience, of worship, of speech, and of thought. The world seems to be rushing, in other words, toward the abolition of those processes which, since the time of the Greeks, have accounted for the advance of civilization. This tendency, together with the concomitant tendency to hatred and war, will not be without its effects on our own country. Already we see signs of the growth of bigotry and repression. We see ignorance and prejudice exploited by the most shameless propaganda. We see battlelines drawn that may determine the fate of our form of government, and of your generation.

So I say that the business of education is more important now than it ever has been before. Education is intellectual and spiritual preparation. Never have the times called as they do today for disciplined reason, for clear and independent thought. No political organization is any better than the citizens that compose it. No governmental system can make stupid citizens intelligent. And democracy, to which we adhere, cannot survive without intelligent citizens.

—President Robert M. Hutchins, University of Chicago in his welcoming address to freshmen.

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Unlike other school dictionaries this new dictionary is based on Webster's New International Dictionary, Second Edition, and has been prepared by experts who have long specialized in this work. No other school dictionary is so authoritative and scholarly. The type is large and readable, the page is open. The definitions are easily understood and are logically arranged. Illustrative sentences are given where helpful, but they are not foolishly allowed to take the place of the definitions themselves. This dictionary is progressive in every respect and in step with present-day educational thought.

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Readers' Forum

Including Five Viewpoints on "What Are the Essentials of a Good Teacher?"

Many Sided

The good teacher is one who primarily is so alert to the trends in education and so alive to the needs of the school that she is able to make contributions to the teaching profession By that I mean that from time to time she develops some new teaching procedure or device that aids in the growth of student interest or initiative; that she gives distinctive service in maintaining fine teaching conditions in the school; that she keeps informed on educational philosophy and practice, and gives evidence of productive work herself; that she shows ability to make and apply devices intended to care for problems rising out of individual differences among students; that she has the ability and willingness to train students in character building; that she is interested in some valuable so-called extra-curriculum activity.

This does not exhaust the list, but is suggestive of what I have in mind.

In addition, the more obvious things should be expected. Her assignments should be such that it is clear that she has in mind both the more and the less gifted child. She should employ a good supervised study technique. Work from the student should come as the result of proper motivation. She should show that she is the master in the techniques of handling the class as a whole when such a lesson as a drill lesson is being given.

Of course, it is to be expected that her preparation be excellent, her health good, and her community interests active and sound.

W. H. JOHNSON
Superintendent of Schools
Chicago, Illinois

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Teacher 90% of School

By far the most important essential of a good school system is good teachers. If we were to evaluate the various factors that constitute a school on the basis of 100 per cent., a weight of 90 per cent. might be given to the value of the teachers, and 10 per cent. to all other factors.

Nothing takes the place of a teacher who has a well-integrated personality with good emotional control; a pleasant, effective voice; ability to make friends and to work smoothly with others in divers situations; and a good sense of humor to ease strained situations, provide an emotional outlet, and maintain a sound perspective. The good teacher is likewise characterized by a willingness and capacity to work hard, since this is a basic plank in a satisfactory philosophy of life; some executive ability to organize and help others execute a satisfactory program of experience; positive and varied interests in many fields, such as art, music, drama, travel, recreation, government, science, research, writing, and architecture; and above all, a desire and capacity to keep on growing and changing with the new developments and movements in education and society.

LESTER K. ADE
State Superintendent
of Public Instruction
Harrisburg, Pennsylvania

Gold Found Where It Is

The essential characteristics of a good teacher are: (1) a fair degree of general scholarship; (2) a high degree of scholarship in subjects to be taught; (3) good personality; (4) tact; (5) kindly sympathetic attitude; (6) more than average intelligence; (7) emotional stability; (8) good character; (9) good health; (10) desire to grow professionally; (11) belief in God.

I have made no attempt to list the characteristics in order of their importance. The possession of degrees and professional training is omitted. Neither degrees nor professional training is essential. One reason why there are so many poor teachers in the public schools is the fact that the possession of degrees and professional training is a pre-requisite, in most cases, for obtaining a teaching position, and that the possession of professional training entitles the person having it to be certified as a teacher.

The above does not mean that I don't recognize the desirability of degrees and professional training. But they are not essential. "Gold is found where it is," and good teaching ability is found where it is. It is not always in the possession of those who have degrees and professional training. Some of the best teachers I have ever known had neither degrees nor a normal school diploma.

W. C. McGINNIS
(B.S., A.M., Ph.D.)
Superintendent of Schools
Perth Amboy, New Jersey

Including a Hobby

In my opinion, the leading qualifications needed in order to make a good teacher are these: (1) Physical fitness; (2) mental and emotional health; (3) moral courage; (4) financial competence; (5) social consciousness; (6) philosophical maturity; (7) psychological and subject matter knowledge; (8) faith in progressively improving living conditions for the human race.

It will be noticed that my first six requirements are general and might apply to workers in many fields other than teaching. Certainly these qualifications should be uppermost in the selection of people to fill teaching positions.

Physical, mental, and emotional health are receiving more of our attention from one generation to another. They are fundamental requirements for satisfactory teaching work.

I have included moral courage as it is increasingly important in the face of new situations developing daily in our complex social order. It is an essential element in "character."

Every teacher should be financially competent to handle his own money wisely. He should be paid enough to live comfortably in his own local community. Many teachers are unable to do their best work today because of financial worries.

I do not agree with certain radicals who urge teachers to lead in the formation of a new social order, but certainly teachers should have well developed social consciousness. Their moral courage should enable them to stand publicly for those social developments which they secretly believe are right and good.

Philosophic maturity and faith in human nature should be linked together closely. Teachers should have definite ideas as to why schools exist and as to the goals which they should stress.

All of this must be accompanied by a specialized knowledge of philosophy, psychology, and "subject matter." Being a progressive, I think of "subject matter" as a very inclusive term. It includes both material and methods, in the older sense of those terms.

Other qualifications for good teachers might be listed as: a happy disposition, seriousness of purpose, ability to co-operate with others, ability to inspire proper leadership and fellowship, stamina to work hard, and qualities of initiative, originality, and adaptability.

Finally, I am rather doubtful regarding any teacher who does not have a well developed and worthwhile hobby.

SAMUEL ENGLE BURR
Superintendent of Schools
New Castle, Delaware

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Enthusiasm Plus

The up-and-coming teacher has a definite plan for conducting her class when she goes into the classroom. True, she may have to change the day's plan if something unforeseen comes up, but at least she has made her plans previously. Thus she has a definite reason for what she is going to do.

The good teacher should show the pupils that she is going to manage the class, but not in an antagonistic manner. After all, her power of discipline rests largely upon keeping the pupil's interest. To be inspiring she should enjoy her work. The enthusiastic teacher is the teacher who is sold on her work. Certainly she can't expect the pupils to have faith in her subject unless she herself has some enthusiasm for it.

The reasonable and considerate teacher wins out in the long run. The dogmatic teacher with set ideas gets nowhere, for pupils sense that feeling of lordship, and do not react beneficially to it. As teachers we must realize that pupils have minds of their own and that their ideas should be respected. If a teacher can see things from the student's point of view as well as from her own she will be much broader-minded and more interesting.

As teachers we should make our courses practical rather than idealistic. It is fine to have ideals, but ofttimes they have to be subdued to be practical. It would be a poor teacher who didn't have ideals, but she should know where to draw the line so as not to carry her ideals too far.

After all, if a teacher can make her pupils think she has accomplished something.

INEZ M. HAMANN
Atascadero, California.

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So Say Many

I have not yet commended you for your policy of presenting two distinct types of professional reading each month to us your readers, as instituted in May. Having been a subscriber to the Journal for some time prior to the innovation, I can say that I like the idea.

EVERETT B. DYER
Vice-Principal
Central School
Friendship, New York

Editorials

Perhaps if Citizens Knew—

A MAN prominent in the publishing of textbooks tells us he has asked upwards of five hundred persons, most of them business men, what portion of the budget, in the average public school system, is occupied by books. The replies have ranged from 25 per cent. down to 10—never lower. The average guess has been about 13 per cent., this publisher states.

Since that is some ten times the actual fact of the matter, one wonders if a campaign of education directed at the taxpayers wouldn't do a lot of good.

One citizen, residing in a suburb of New York, had an eye-opening experience of that sort—and he responded as nobly as many other sensible Americans might have done under similar circumstances. This particular citizen attended a public meeting of his local school committee, at which the budget was to be discussed. He attended as a member of a taxpayers' committee—determined to trim off all the fads and frills.

Coming to the item of textbooks, the school board chairman explained that this item last year had cost $3,000; this year the superintendent sought $5,000.

Wasn't that a pretty big jump at a time like this? the chairman wanted to know.

In the ensuing discussion it transpired that what the superintendent really believed he ought to have for books was not $5,000 but $15,000. The books had grown worse and worse. The pupils were not getting a square deal in education.

The representative of the taxpayers' group—perceiving how small a share of the school money had been going into books, and remembering the disgustingly torn and filthy books his own children brought home—jumped to his feet and supported the superintendent's highest estimate of what it would cost to equip the boys and girls with proper tools of study. Other citizens who were taxpayers agreed that too much book economy was false economy. The upshot was—the sum of $15,000 was voted.

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Plenty to See

AMERICAN colleges are to be the objects of a new investigation. This time two young Frenchmen, students in French universities, will visit a number of representative institutions of higher learning in the United States—not to see how the professors teach or how the students learn, but to see how the students play and live and develop outside the classrooms and lecture halls.

College fraternities, dormitories, and social eating places will be examined by these French visitors with a view to possible adoption or adaptation of such systems to the undergraduate life of France—where, in truth, there is no undergraduate life whatever. Students attending French universities merely board and lodge outside, and go to the university only for lectures. With what interest, therefore, will these delegates inspect and inquire into the social apparatus of the American colleges! They will want to "study" football and the entire athletic setup. They will look into the "house systems" of certain universities—though they might learn much of these nearer home, in England.

Americans who have reached the point where they can look back upon the social opportunities and conditions of their alma maters coolly, might be able to tell these visitors a number of defects and shortcomings they may not discover for themselves. It was Woodrow Wilson who once remarked something about the sideshows eclipsing in undergraduate interest the main circus of study. But—a certain amount of sideshow is essential. Frenchmen matriculated in French universities are dimly aware that they are missing something of importance. And they are.

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Heat Waves and Election

RADIO tubes are becoming superheated, these nights, as campaign oratory nears its climax. Radio is today the most effective instrument of political propaganda that can be found. There has never been anything else equal to it.

It puts political speakers to a somewhat cruel test. Not every one is able to transmit personal charm over the air. And we suspect that such charm has a lot to do with votes.

Yet it may well be that the influence of campaign efforts by radio or otherwise are overestimated. We like to think that men and women are sufficiently open-minded to be swayed by logic. But logic and the lack of it are displayed on both sides. And the voters have already gleaned, from observation and impression coupled with old habit, the factors determining their ballots.

No doubt some teachers in some schools are aiding their students to form opinions more or less devoid of prejudice. But it will take several generations of such teaching to alter the face of politics in the United States.

Every American is a king—provided he votes. If he does not vote, he is only a subject.

Book Reviews

Live and Learn

ADULT EDUCATION. By Lyman Bryson, Professor of Education, Teachers College, Columbia University. New York, Cincinnati, Chicago, Atlanta, Dallas, San Francisco, Boston: American Book Company.

Grown people all over the United States are manifesting a desire to keep on growing — adding to their mental stature, their intelligent interests and their capacities for enjoyment of living. They are manifesting this desire through a demand for informative books and magazines; and through their enrollment in special classes of all kinds and in all places.

The movement for adult education is not, however, wholly spontaneous. It has been promoted by thousands of earnest and devoted leaders, many of them unpaid members of local committees.

In whatever way adult education may be launched, whether as a public school enterprise, an offshoot of a university, or a community project privately sponsored, its organizers and administrators and some of its best teachers will desire to know what has been learned by experience and experiment in other situations as to the most effectual procedures. And Dr. Bryson, in this volume, has brought just such knowledge within easy and agreeable reach. "Adult Education" is both a *How* book and a *Why* book. It contains stimulating questions for consideration by those who aspire to successful accomplishment in connection with the launching or conducting of study programs for adults.

The adult education movement has far to go yet before study becomes a universal habit with the American public. But the idea is taking hold. And all interested in the trend should find this volume interesting and fruitful.

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Chemistry at Work

NEW PRACTICAL CHEMISTRY. By Newton Henry Black, Assistant Professor of Physics, Harvard University, and James Bryant Conant, President of Harvard University. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

We should expect a chemistry text in the writing of which President Conant, of Harvard, has collaborated to be a distinctive and purposeful contribution to the academic workshop. And we are not disappointed in New Practical Chemistry.

From first to last this volume deals with chemistry in its relation to social welfare. It is chemistry at work.

In its organization and presentation of subject matter, the text is thoroughgoing, stimulating, and educative. It furnishes an abundance of aids to study and to teaching — all the approved appurtenances such as forewords, summaries, and tests. But, most strikingly characteristic is the knack of keeping to the forefront the many uses to which the more important elements and compounds are put for mankind's benefit—or sometimes, by misdirection, for his destruction.

The authors have kept in mind also the value of chemistry as an introduction to the scientific method of discovering facts.

The average student of chemistry in the secondary school should find much to his liking in the plan and makeup of Black and Conant's "New Practical Chemistry."

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Learnable Algebra

MODERN SCHOOL ALGEBRA. First Course. By Raleigh Schorling, Professor of Education, The University of Michigan; John R. Clark, The Lincoln School of Teachers College, Columbia University; and Rolland R. Smith, Specialist in Mathematics, Springfield (Mass.) Public Schools. Yonkers-on-Hudson: World Book Company.

Good teachers do not throw a child into deep water and expect him to swim before he has learned the strokes. Nor do modern textbooks do what so many earlier textbooks did by way of leaving the young student to struggle for himself.

"Modern School Algebra," by Schorling, Clark, and Smith, neatly exemplifies the up-to-date school book which starts with the learner where he is, seeks to gain and keep his interest and confidence, and leads him along smooth pathways to clear understanding and the possession of new skills and powers.

Algebra needs a certain amount of "selling" to the pupil. What is the subject good for? Why bother to learn its strange symbols and its rules? Such doubts and queries on the part of the pupil have apparently challenged the authors of this text to create clear answers.

Particularly simple and straightforward are the explanations introducing new principles. Abundant and well graded are the exercises. Comprehension and practice here go hand in hand.

Evident attention has been given to the varying needs of pupils and groups having different degrees of ability. Exercises and problems are sorted according to difficulty.

A peculiar merit of this text is its method of leading the pupil to the solution of verbally expressed problems. A step-by-step method of procedure which can be applied generally is plainly outlined. Also a sufficient number of specific illustrations is supplied to enable the learner to grasp and apply the procedure recommended.

One great advantage of such a textbook as this, is seen in the likelihood that it will relieve the teacher of having to explain every next rule or process to every member of a class. "Modern School Algebra" should enable a large percentage of the class to advance with only occasional help from the teacher, who can therefore devote most of his time and energy to those who are most in need of help.

Publication of this text seems amply justified by its many excellent qualities making for greater teachableness—or one might better say "learnableness."

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The Power to Think

EDUCATION AND THE PSYCHOLOGY OF THINKING. By Percival M. Symonds, Professor of Education, Teachers College, Columbia University. New York and London: McGraw-Hill Book Company, Inc.

How can the schools develop the power to think? That is almost the number one problem of education. For the ability to find the right answer to each puzzle life puts to the individual, would, if generally possessed, make for mankind's progress more surely and rapidly than any other single thing that could be named.

The writer of this study, "Education and the Psychology of Thinking," does not claim that it is scientific. His method has been more exploratory and conjectural than meticulously factual and precise. The laboratory was a group meeting of graduate students, whose thought processes under different forms of stimulating questions were carefully observed—not stenographically recorded.

The book also contains a great deal of material from the findings of others who have written on this subject of the processes going on in thought.

The reader of Dr. Symonds's well written report will not be handed any simple key to teaching young persons how to think. The task is too complex for this. But the reader will at least obtain an insight into the nature of the task and much illumination with which to pursue his own efforts.

If clear thinking is at all contagious, the author may have to accept responsibility for a lot of it.

The News Digest
OF EDUCATION

New Study
Course to Develop Sense of Humor Starts

GAINESVILLE, Fla. — The first course ever offered in an American college with the avowed purpose of developing the student's sense of humor starts this Fall in the General College of the University of Florida. Rewarding its successful students with three semester credit hours toward a college diploma, the course is decorously listed in the catalogue among the offerings of the English Department under the title, "Types of Humorous Literature." The name, however, according to W. E. Moore, the course instructor, gives little indication of the study's main aim: "to develop the student's ability to view life from the standpoint of the spectator at a comedy, to perceive the comic elements in situations and in people without being upset by them, and, above all, to recognize the comic elements in himself."

Prophetic
Aptitude Tests Used At Brown University

PROVIDENCE, R. I.—Five aptitude tests given for eighteen years to all freshmen entering Brown University have shown that the quality of student work can be foretold "with a gratifying degree of accuracy for the most part." Professor Andrew H. MacPhail, chairman of the committee on educational advice and direction, reported that statistics confirmed general predictions selecting groups which would win high honors, do creditable work, receive average grades or find difficulty in meeting requirements. The first test consists of completing partial sentences, gauging recognition of the thought suggested. The second applies to vocabulary and the third to words of opposite meanings. The fourth determines the knowledge of co-operative word relationships and the fifth measures arithmetic reasoning.

Anti-Accident
New York State to Teach Road Safety in Schools

NEW YORK.—Seeking to prevent accidents by the proper training of youth, the State of New York will undertake a comprehensive traffic safety program in the public schools, according to Dr. Frank P. Graves, commissioner of education, in a report before school principals and superintendents here. In announcing that safety education would receive more attention, Dr. Graves referred to a joint resolution of the New York Legislature requesting the regents of the University of the State of New York to assist in objectives of the safety movement.

Philadelphia in the Throes of "Red" Teaching Investigation

PHILADELPHIA.—Recent developments have shown that months of agitation, preliminary investigation and denials have failed to quiet the fears agitating some Philadelphia citizens that communistic teaching is being countenanced in the public schools.

Retention of counsel by the Americanization committee of the Military Order of the Loyal Legion to aid in getting information to substantiate charges of this nature followed a renewal of accusations made some time ago against Dr. Edwin C. Broome, Superintendent of Schools. He and other school officials were charged by P. M. Allen, chairman of the Loyal Legion's committee, with "aiding and abetting the Sovietization of our children."

When the accusations involving communism were first heard in the Spring the school board instructed the superintendent to investigate. In his preliminary report he said no support was found for the charges but he promised that the inquiry would be continued.

The new president of the Board of Education, Dr. Edward Martin, has made a declaration of policy to the effect that teachers will "not be prohibited from explaining the principles of communism to their pupils any more than they will be denied the right to explain the principles of democracy, monarchism, or fascism."

Mr. Allen apparently has no fault to find with this view, but he contends that some teachers color statements of fact with propaganda favorable to communism. As the controversy continues Dr. Broome has been challenged to state that no teacher or other school employee will be dismissed or penalized for furnishing information in connection with the alleged communistic teachings.

Find Answer
Why Do Students Go To Certain Universities?

LINCOLN, Neb.—What are the predominant reasons students attend certain universities? Dr. S. M. Corey, professor of Educational Psychology and Measurements at the University of Nebraska, made a study of this question in so far as his institution was concerned and these were the answers, in the order listed: recommendation of high school teachers and administrators; proximity of the university to the student's home; family influence; prestige of the institution; economy; availability of desired courses; influence of friends. Dr. Corey said that of seven students who gave "influence of athletics" as their reason, five rank in the lowest psychological test and none in the highest.

Inquiry Ordered
Official Investigators Sent to Strike Area

MONTGOMERY, Ala. — Governor Bibb Graves sent official investigators to Walker County recently to look into a "strike" of school children with the announcement that "the school children shall not be crucified to attain any end whatsoever." Thousands of children have stayed away from classrooms in protest over alleged discrimination against union teachers. There was a wide difference in the reported number of children kept at home by parents in sympathy with the central labor union, which charged discrimination against members of the American Federation of Classroom Teachers. Union leaders called on the county board of education previously to discharge Superintendent A. S. Scott and re-employ three teachers to whom contracts were not offered this year. Both requests were denied. Walker County is in the heart of Alabama's coal-mining district and a majority of the mines are strongly unionized.

Comparative Per Capita School Costs Revealed by N. Y. Educator

ALBANY, N. Y.—Dr. Wayne W. Soper, research associate in the State Education Department, drew from dusty charts and files the conclusion that the per capita cost of giving to Empire State youngsters an education is only slightly greater than it was a generation ago.

"Today's pupils are better educated," he said. "They have a much broader curriculum. While he admitted that tangible values of education were difficult to establish, Dr. Soper said there was no doubt of the progress shown in teacher preparation, value of school property and services rendered.

In 1870, he said, the per capita cost to the State of providing the "kind of schooling then in existence" was almost $20 a year. The high point was reached in 1930, when the cost per pupil was $209.74.

Dr. Soper said that taxpayers were divided into two distinct groups: (1) Parents anxious to have comprehensive instruction regardless of cost. (2) Those insisting upon retrenchment in education costs regardless of the consequences.

"Low pupil costs parallel low values in general," Dr. Soper reports. "High pupil costs accompany increased educational values. The increased per pupil costs in recent years may be due to higher prices, larger salaries, more expensive services and equipment.

"If money received from the sale of bonds is excluded, the per pupil cost in 1930 would have been $171.

"In 1880 the State had school property worth slightly more than $30,000,000. The amount today is nearly $900,000,000. In the former year the school year consisted of 175 days. Now it is 191 days. This increase means that a pupil attending school for eight years gets an entire year's more instruction than he did fifty years ago."

Valiant Service

Teachers Strive to Save Pupils from "Junk Heap"

BROOKLYN, N. Y.—The efforts of the schools in the poorer sections of Brooklyn to save their pupils from the "junk heap of humanity" are described in the annual reports of Assistant Superintendents James J. Reynolds and Oswald Schlockow, made public recently. "Only those in close touch with the schools of our poorer districts know of the constant battle waged by the teachers against poverty, discouragement, poor food and crowded living quarters," Mr. Reynolds said. "And only a few know of the glorious victories won by these teachers. The odds are all against the school, but patience, sympathy, and intelligence win out. The community pays high for its schools, but such service is beyond price." Mr. Schlockow, writing in similar vein, said: "Our teachers have learned that frequently to know all is to forgive all, and that the defiant, disorderly, rebellious youngster of the classroom is a socially ill child, more sinned against by his unfavorable social environment than deliberately sinning against it."

College Paper

Editor Maintains It Outranks Sports

AMHERST, Mass. — An aggressive and intelligent student newspaper is more important to the college than its football team, Louis A. Breault, of Auburn, editor of the Massachusetts State College "Collegian," says. "Today," he claims, "the student newspaper serves as a link between the student body and the administration. It commands the services of some of the best brains among the student body. It writes a weekly chapter in the history of the college." Mr. Breault concludes that "discipline and command of clear, forceful writing gained in service on the staff of the student newspaper will be every bit as valuable as a varsity letter."

League Awards

Three Social Work Scholarships Given

NEW YORK. — Awarding of three social work scholarships for the academic year 1936-37 has been announced by the National Urban League here. Similar awards have been made annually since 1910 to college graduates of unusual promise, the announcement added. The recipients were Miss Laura V. Lee, of Washington, D. C.; Clarence M. Mitchell, Jr., of Baltimore, Md., and Charles E. Berkley, of Fullerton, Calif. Miss Lee will study at the New York School for Social Work. Mr. Mitchell has been assigned to the Atlanta School for Social Work. Mr. Berkley will study at the University of Pittsburgh.

Leisure Training

Elmira Strengthens Fine Arts Curriculum

ELMIRA, N. Y. — Should colleges today, in planning their courses, have an eye to giving their students stimulating recreational interests in later life? President W. S. A. Pott, of Elmira College, believes that they should. "This year our curriculum is being strengthened in the fine arts, where we believe that with the increase of leisure time the colleges have a very definite obligation," he writes. "Accordingly, a new instructor and several new courses are being added in art. And the basis of instruction in the department of music has been broadened so that candidates for the B. A. degree can now major in music as in any other liberal arts subject."

Ants on Commission

Hanover School Boys Collect Ants For Pay

HANOVER, N. H.—Schoolboys in and around this town are reaping a harvest and even becoming capitalists in a small way. For Hanover is the centre of the new ant industry, and from it are shipped daily, to all parts of the country, ant colonies in glass-walled palaces. And the schoolboy is the source of supply, gathering ants in the woods around Hanover and selling them by the quart to Frank E. Austin, former instructor in Dartmouth College, and now recognized as the father of the new industry. So popular has the ant palace become that some 200 colonies are shipped each day to schools, which use them as a nature study, to hospitals and shut-ins, and individuals everywhere, because of the infinite interest which the violent yet orderly activities of the little insects afford.

Drastic Steps

School Strikers Are Routed By Gas

CAMPBELL, O.—Tear gas was used by police in this suburb of Youngstown recently to disperse a crowd of striking high school students who staged a demonstration around the school building to protest against the transfer of a favorite teacher. Three of them later were held for investigation. Classes had been suspended at the Memorial High School when all except 100 of the 1,000 pupils refused to enter the building in protest against the transfer of Michael Graban, a popular instructor of journalism, to a grade school. The Superintendent of Schools, Andrew Klinko, said that after he had explained that the transfer was routine and was caused by small attendance at Memorial this year, several ringleaders apologized and said they would return to school. Only about 200 pupils entered the building however, at the opening hour. The rest milled around outside, shouting and displaying placards reading "Strike" and "We Want Graban."

French University Students Here to Study Gay Campuses

CHICAGO.—Two French university students commissioned by the Ministry of Education of France are on a tour of American universities to examine the social life of the American student and to report officially on the desirability of transplanting some of it to France.

They are not interested in the American university curriculum, they said; their mission is rather to study organized sports, fraternities, glee clubs, dormitories, commons, the house system and campus activities in general. The present French ministry, they said, is of the opinion that university life in France suffers from lack of such institutions.

In a general way, a student in France simply matriculates at a university, hires a room nearby and grinds his way through the courses of instruction.

Their tour will include visits to Leland Stanford, Chicago, University of Pennsylvania, Ohio State, New York University, Columbia, Yale, Harvard, and other representative American universities.

Jean Pierre LeMee, nineteen years old, and Andre Jordan, twenty-six, are the two student investigators. Both are from the University of Paris.

LeMee expressed the greatest interest in Harvard, where he hopes to spend a fortnight. They will also look at a few such preparatory schools as at Groton to complete the picture.

It has been estimated that it will require about two months to complete the unique mission.

Warning Issued

50 Striking Pupils Face Prosecution

NEW YORK.—Dr. Harold G. Campbell, superintendent of schools, has warned fifty striking pupils in the Bronx to attend their classes or face prosecution as truants. The strike was called, with parental backing, on September 14, the first day of the school year, to protest against the transfer of the pupils from Public School 82 to two other schools. The parents contended that the children, most of whom are in the 5B and 6A grades, would have to cross several main intersections and walk long distances to get to the new schools. They have sent delegations to the Board of Education headquarters and to City Hall to emphasize their protest, but Dr. Campbell said that the Board of Superintendents had not changed its position. Persistence in the strike would cause school authorities to refer the cases to the Bureau of Attendance for prosecution under the truancy laws, Dr. Campbell declared, adding: "It's just a routine thing with us."

Probe Schools

Citizens Survey Commission Picked

MINNEAPOLIS, Minn. — The Minneapolis Board of Education has accepted the services of a citizen school survey commission, headed by Harry Fiterman, to survey the question of revenue and needs of that city's school system. In analyzing the needs of the school system, Mr. Fiterman has announced that the work of the commission will be divided into four divisions, finance and accounting, buildings and maintenance, personnel, and legal procedure. The division of finance and accounting will include Earl A. Waldo, C.P.A.; Oscar C. Strand, C.P.A.; Emil Kroger, C.P.A.; J. A. Boulay, C.P.A.; Albert E. Larson, C.P.A.; Herman C. J. Peisch, C.P.A.; George C. Ludolph, C.P.A., and Charles H. Preston, C.P.A. Citizens working on the buildings and maintenance will be Dr. William F. Holman, superintendent, university buildings and grounds; Roy Norman Thorshov, president of Long & Thorshov, architects and engineers, and Maurice Schumacher, contractor. The personnel committee will include William T. Middlebrook, comptroller, University of Minnesota; Mrs. Jean Wittich, formerly budget commissioner and director of personnel, state of Minnesota, and Dr. Fred Engelhardt, educator, University of Minnesota. The study of legal procedure will be made by Everett Fraser, dean of the law school, University of Minnesota; Benjamin Drake, attorney, and P. F. Sherman, attorney.

Policy Stated

Teachers Given Right to Smoke

BEVERLY, Mass. — Teachers in Beverly schools may smoke "as long as it does not interfere with their school work," Starr M. King, superintendent of schools, said in his annual report. The superintendent held that decorum in the schoolroom was the most essential issue, and the manner in which school teachers spend their time away from school was their own business.

Money for Work

School Board Formally Accepts Federal Grant

SCHUYLKILL HAVEN, Pa.—At a special meeting of the Schuylkill Haven school board, formal acceptance of the grant of $36,818, from the Federal Government, was made. The motion was passed unanimously and carries with it acceptance of all the rules and regulations relating to applicants and projects under the Emergency Relief Appropriation Act of 1935. The amount of money included in the grant, $36,818, is 45 per cent of the total cost of the project which provides for the construction of a much-needed addition to the High School building and alterations to the present building. The total cost of the project is estimated at $81,818.

Reorganization of Graduate Work in Education Popular

CAMBRIDGE, Mass. — Strong student support of Harvard's new, drastic reorganization of graduate training in education to assure better preparation of school teachers and higher standards in educational administration was indicated in registrations at the Graduate School of Education.

On the basis of early student entries, an increase of about 23 per cent over last year's student body is expected, Dean Henry W. Holmes said.

About a hundred students will be enrolled for Harvard's pioneering degree, Master of Arts in Teaching, the officials believe. Under this new plan teachers will be trained jointly by the Graduate School of Arts and Sciences and the Graduate School of Education, so that winners of the degree will have both a comprehensive knowledge of the subjects they are to teach and of the problems of education. Students will also be required to serve an apprenticeship in teaching.

The program is believed to make a revolutionary change in the method of training secondary school teachers in this country, and Harvard is sparing no pains to ensure its success.

Harvard's curriculum for prospective school superintendents, principals, and educational specialists has also been radically overhauled for this year. Henceforth the Master of Education degree, formerly the goal of all students in education, teachers as well as administrators, will be awarded only for the administrative type of study, and students without experience in school work will not be admitted as candidates for the degree.

School Fund Requested to Test Educational Radio Broadcasts

NEW YORK.—Convinced by an exhaustive study of the educational possibilities of radio that broadcasting is the greatest agency of education since the printing press, Joseph M. Sheehan, Associate Superintendent of Schools, has asked the Board of Education to set aside $5,000 this Fall to finance experimental programs.

Dr. Sheehan believed that educational broadcasting in this country has failed to keep pace with the improvement in technical processes.

"Educational broadcasting still remains amateurish on the air largely because of the fact that channels on the air are largely held by commercial interests and education on the air has been largely incidental and unorganized," Dr. Sheehan said.

To carry out this aim Dr. Sheehan asked that he be empowered to select outstanding teachers to draw up a series of broadcasts related to the regular school curriculum. These teachers and another group, specially selected for broadcasting ability, would undergo a period of training, after which their work would be carried over the air to twenty designated schools as a means of testing the material.

Properly used, radio could become an even greater instrument of instruction than the printing press, Dr. Sheehan contended, since it provided "a dramatic medium, not only because of its immediacy and directness but because it represents communication by the human voice."

"This," Dr. Sheehan added, "gives it a power which cold print cannot equal."

All Out

Clean Sweep Made In Mass. Department

BOSTON.—Two more supervisors in the state department of education have been dropped by Commissioner James G. Reardon. These are Miss Ida E. Scheib, supervisor of safety education, and Miss Alma Porter, assistant director of physical education. Both jobs pay $2,760 a year. The dismissal of Miss Scheib and Miss Porter makes a complete sweep of the division of elementary and secondary education in the department of education since Commissioner Reardon replaced Dr. Payson Smith. Others who were ousted include Frank W. Wright, director of the division; Burr F. Jones, supervisor of elementary education; Jerome Burtt, supervisor of secondary education; Arthur B. Lord, supervisor of educational research and statistics, and Carl L. Schrader, supervisor of physical education. Harry E. Gardner, supervisor of teacher placement, resigned. Ralph Colson, senior instructor and director of physical education at the Fitchburg Teachers' College, replaces Miss Scheib.

Novel Plan

Adoption of Ships By Schools Widens

LONDON.—A movement which began in a small way a few years ago with the two daughters of a ship-owner who "adopted" two of the ships of their father's company has spread to the schools so rapidly that in the British Ship Adoption Society there are now more than 400 merchant ships' captains giving their voluntary support, and about 400 schools associated with the scheme. The society is non-political and membership is voluntary. For the schools it is found that the study of geography and its kindred subjects, such as the supply of foodstuff, and raw materials from foreign countries, takes on an added interest when ships' cruises and their ports of call are followed.

Makes Plea

Patriotic Education Asked of Auxiliary

CLEVELAND.—Miss Agnes Samuelson, superintendent of public instruction in Iowa, urged the national convention of the American Legion auxiliary to function as "an agency in patriotic education" and to keep dangerous "isms" out of the nation's schools. Miss Samuelson continued: "You are an agency in patriotic education. The historic function of the schools is to serve the purpose of our form of government. The school is democracy in action."

Lower Hazards

Drive to Reduce Fires In South Carolina Schools

COLUMBIA, S. C. — A state-wide appeal to school authorities for the elimination of fire hazards in schools as a means of building up the insurance sinking fund reserve, has been issued by Frank C. Robinson, secretary of the state sinking fund commission. Mr. Robinson pointed out that reduced fire losses would expedite the growth of the reserve fund, and that when this fund reached the limit provided by law, free insurance would be granted all state institutions. Authorities were urged to inspect their buildings and see that adequate fire-fighting apparatus was available. "Nearly one-half the fires in public schools in the last eight months could have been extinguished in their early stages if firemen had been able to get between the ceiling and roof," the secretary declared. He added that the commission saved $154,138 in 1935 after all losses were paid.

Schools Open

80,000 Indians Troop Back to Classrooms

WASHINGTON. — While school bells rang out recently for millions of American school children, they also called 80,000 young American Indians to join the parade to the classroom. Nearly 25,000 Indian students will be enrolled in 197 Federal schools located in twenty-two States; 8,000 in mission schools and approximately 48,000 will attend public schools. In practically all of the twenty-two States there is no discrimination between Indian and white children, and Indian children have an opportunity to take advantage of all educational facilities. Generally speaking, the Federal schools, manned by slightly over 2,000 teachers, carry the Indians through twelve grades, says a bulletin from the Department of the Interior.

Second House Opens

Vermont University Adds Co-op House

BURLINGTON, Vt. — Two cooperative houses, for use of women students who wish to keep down living expenses, will be operated by the University of Vermont this year. The cooperative idea at the university is now in its third year. Last year it worked out so successfully that this year the second house is being organized on the same plan. The new house, which was recently acquired by the university, was formerly the John J. Allen property. It adjoins the campus and is one of Burlington's large old residences. Workmen have been busy for several weeks making alterations and refurnishing the interior. Twenty-six women students will find accommodations in the building.

Hibernate

Snow Bound School Includes Four Pupils

GOOSE PRAIRIE, Wash. — In the snowbound Goose Prairie district, Miss Tressa Roskamp will live alone in an isolated cabin this Winter to teach an unusual school. It contains three grades — sixth, seventh, and eighth — and a total of four pupils.

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Don'ts Listed

Texas College Has Many Prohibitions for Students

KEENE, Tex.—Students who enroll this Fall at Southwestern Junior College, a Seventh-Day Adventist school founded here in 1894, will learn they are not allowed to smoke, dance, or go to the movies. Nor can they have automobiles, drink liquor, gamble or bet, attend clandestine meetings, use profanity or turn in false fire alarms without being liable to dismissal. The girl students will be told not to wear high-heeled shoes, sleeveless dresses, fancy hats, rouge, lipstick or jewelry. The boys will have no dreams of fame on the gridiron, for this college has no organized games or sports. The college dining room will serve the students no meat, pepper, tea, coffee, or spices. The library contains no fiction. No theatricals are produced and the infirmary uses no drugs and little medicine.

Sound Financially

Schools on Cash Basis At Wenatchee

WENATCHEE, Wash. — Wenatchee's school system will be on a cash basis for the first time in more than ten years within a few weeks and will be one of the new additions to the increasing group of Washington's educational units that are now operating on a cash basis. Dr. N. D. Showalter, state superintendent of public instruction, announced here recently that 90 per cent of the school districts in this State now are on a cash basis and, out of thirty-nine counties, twenty-four have all their school districts clear financially. A State program of school fund equalization was held responsible for this healthy condition. A large number of teachers' salaries have been restored to the 1929-30 levels.

Sangren Installation

KALAMAZOO, Mich. — Announcement has been made that the inauguration of Dr. Paul V. Sangren as president of Western State Teachers College will take place November 7. Many notables in the educational world and representatives of universities, teachers colleges, and liberal arts colleges of the country are expected to be present. Dr. Sangren's appointment as president of Western State Teachers College became effective on September 1, at which time he succeeded Dwight B. Waldo, who had been president of Western from the time that it first opened its doors in 1904.

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Average Child's Intelligence Is Basis for Mental Tests

BOSTON.—Professor Guy M. Wilson, of the faculty of Boston University's School of Education, has made a study of intelligence tests and their application to children of primary, grammar, high school, and college ages, and in a recent interview he explained the principle of the tests and their practical usage.

"All tests of mental ability are based on the principle that everything centres around an average and tapers off either above or below that average. Intelligence tests are made up of common tasks that the normal child, within the limits of his age classification, should be able to do," said Professor Wilson.

Thousands of tests have been given to determine the average intelligence of children at certain ages, so that educators have developed a fairly accurate mental indicator.

"The new type of intelligence test has led to the disappearance of the 'Dumbbell Room' from the public schools," continued Professor Wilson. "Previously, children were grouped according to their mental abilities—a system which is to be deplored because of the stigma it attaches to youngsters of less than average mentality. Children thus labeled develop a complex that is likely to retard them all through life. The more advanced system of determining quotients is so subtle that the children never know their ratings."

In conclusion, Professor Wilson declared: "Anything you ask a child to do is an intelligence test, and if you gain the attention of the child and he still does not react to your question it shows that the youngster has failed to comprehend."

B. A. Needed

Teaching Standards Raised in Arizona

PHOENIX, Ariz. — Standards for Arizona teachers are materially raised in new regulations issued by the State Board of Education, effective October 1. After that date, an applicant for a certificate to teach in primary schools must have an A. B. degree from a training institution for teachers. Up to this time four years of college work, three of them in training institutions, have been sufficient. Certificates to teach in secondary schools will be issued only to those who have an A. B. degree from a training institution and at least thirty hours of graduate work. A simple four-year diploma, without graduate work, has heretofore been accepted. Holders of certificates under existing requirements will have until July 1, 1937, to comply with the new requirements.

Close Mission Schools

Presbyterians Forced Out By Japanese Curb in Formosa

MONTREAL.—Japanese nationalism has forced the Presbyterian Church in Canada to abandon in favor of the Japanese Government the Presbyterian schools in Formosa, the oldest foreign mission of the church, according to the Rev. Allan Reid, secretary of the Montreal-Ottawa synod. The church will be able to carry on its purely spiritual work, but will now leave the matter of secular education to the nationally governed schools in this mission field. The Japanese authorities said that nationalism must be taught in the schools and all teaching must be done in the Japanese language. Mission school teachers undertook to make themselves proficient in Japanese, but the additional element of nationalism in the curriculum brought about a situation that meant that only Japanese-appointed teachers could possibly carry out the instructions properly.

Class and Store

Students As Clerks Study Retail Trade

PITTSBURGH. — Twenty-one students of the University of Pittsburgh are engaged in a unique venture wherein they attend classes three days each week, spend two days a week in retail research in city department stores, and sell in assigned store departments on Saturdays. The students, graduates of fifteen colleges and universities, are enrolled in the university Research Bureau for Retail Training. Increased facilities of the bureau and increased demand for trained store workers have made possible the acceptance of more students this year, according to Bishop Brown, director of the bureau. The quota last year was fifteen, while twenty-two are in the bureau this year. In addition, ten special students, all workers in large Pittsburgh stores, are enrolled in courses.

Contribution

Teachers' Funds Go To Spain Sufferers

BOSTON.—Members of the Massachusetts State Council of Teachers Unions who have contributed to the relief fund for Spanish trade unionists have not made their contributions to be used for military purposes but solely for the relief of sufferers among the families of fellow trade unionists of Spain, according to a statement by J. Raymond Walsh, vice-president for New England of the American Federation of Teachers. Walsh's statement, issued after a committee meeting on the question, said: "It has been customary for the American Federation of Labor to assist the recognized trade union movement whenever and wherever the trade union movement is under attack. Consistent with this policy, the American Federation of Teachers, for twenty years an affiliate of the American Federation of Labor, voted in its national convention to call for voluntary contributions for the relief of the Spanish trade unions through the agency known as the Spanish Labor Red Cross Fund."

Broadcasts

Radio Aid Asked For U. S. Schools

WASHINGTON. — Formal request that a segment of the better broadcasting channels be set aside for exclusive use of educational institutions was laid before the Federal Communications Commission as it opened a hearing on proposed revisions of radio regulations. The initial session was devoted largely to advocates of "education by radio" who charged the commission with "gross neglect" and with subverting educational programs to commercial broadcasts. "The commission may be charged with gross neglect," declared S. Howard Evans, representing the national committee on education by radio, "for allowing valuable government franchises to be so highly commercialized at the expense of educational opportunities. The commission cannot discharge its responsibility for social and economic progress by turning that problem over to lesser broadcasters."

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Board Meets

Parents, Teachers, Urged To Promote Democracy

CHICAGO.—The executive board of the National Congress of Parents and Teachers recently heard committee reports urging "constant promotion of democratic ideals" and a program "to increase understanding of economic conditions and problems." Mrs. Mary Bannerman, of Washington, legislative chairman, asserted that "democracy, without which individuals are not citizens but subjects everywhere in the world today is on the defensive. With a few notable exceptions the entire Eastern Hemisphere is daily becoming more definitely aligned into two camps, neither of which is a democracy." Mrs. A. H. Reeve, of Philadelphia, international relations chairman, asserted that efforts to better international and interracial understanding should be started at home.

Carnegie Gift

Australian Schools Get Museum Service

MELBOURNE, Vic.—The Carnegie Corporation of New York has made possible a notable extension of the educational work of the National Museum of Victoria to schools and colleges. Plans have been completed by the director of the museum, D. J. Mahoney, for the expenditure of 1,650 pounds sterling, which is the state's share of a grant of 10,000 pounds made by the corporation for the development of educational services by the museums of Australia. It is intended to spend 2,200 pounds in Victoria, additional sums to make up this amount being provided by the museum trustees and the Government. Selected exhibits will be shown in turn at all Victorian schools. Lectures will be given to school children and adults.

Contract Valid

Plan to Reduce Pay Of Teacher Halted by Court

SANTA ANA, Calif. — A decision upsetting California public school financing practice has been rendered here by Superior Judge George K. Scoval, ruling upon the rights of a woman school principal in preventing the cutting of her salary from $1,200 to $1,000 a year. Mrs. Mary Emerson, a teacher holding tenure rights, brought suit against the Paularino school district, which had notified her of the intention to reduce her salary. The school board contended that the district's finances prohibited the higher salary. Mrs. Emerson claimed the action of the board was based upon a desire to oust her from the position which was protected by tenure. The school board, through its counsel, set up that the district pays tuition to the Santa Ana district for education of some of its pupils attending junior high school there. Money for this tuition was obtained by levies against the salary fund. This practice, counsel said, has been approved by the state department of education. Judge Scoval ruled there is no authority for such transfer of funds. He held that tuition payments for Paularino district pupils are not authorized, and that the salary claim takes precedence. The court found that, disregarding the tuition claim, the Paularino district has sufficient funds to pay Mrs. Emerson the $1,200 salary called for in her contract and ordered that it be paid.

Move University

Philippine School Would Be Removed from Manila

MANILA, P. I. — A new Summer city, with the University of the Philippines as its centre, has been visualized by Manuel L. Quezon, President of the Commonwealth. The President has proposed that the new city, of easy access to Manila, be created in Tagaytay if sufficient space can be obtained. The idea behind the proposed removal of the University of the Philippines from Manila to the mountains, the President said, was to get the students away from the confusion of city life and keep them out of cabarets and similar places, which he holds are not good for their morals or their pocketbooks. Some officials of the university oppose the moving idea, first because many students, working their way through school, are employed in Manila, and second, because they hold that city life is a part of any student's education.

Classes Continue

Railroad Coaches Become High School

HELENA, Mont.—About a year ago an earthquake wrecked the high school here and the 1,000 pupils are now going to classes held in eighteen passenger coaches which were loaned by the Great Northern and the Northern Pacific Railways. The cars were set on a siding and boardwalks built to connect the coaches, also to lead from the ground to the platforms. The coaches are heated by a central plant. In most of them the students sit on the familiar plush seats, although in science and some other classes the seats have been replaced by tables. Because of the congestion classes were divided into 100-minute periods which meet twice a week.

Book Service

Library Aid Asked In North Carolina

RALEIGH, N. C. — The Citizen's Library movement, in annual session, decided to ask the next North Carolina legislature, which meets in January, for more funds with which to improve the State's library facilities. Plans for library development to reach a million and a half people in North Carolina not now served by libraries were introduced by the executive committee of this movement, which is statewide in its scope and purposes. This program contemplates legislative allocation of money for library service in rural districts. The organization of such service would be accomplished by linking of counties in districts. The system will be called "regional library planning," and, if it proves effective, readers will secure books from book trucks, library branches, and a central library.

Move for a Free Hour Weekly for Church Instruction Made

NEW YORK.—A possibility that the Board of Education would soon be asked to make an important change in its policy to give school children a free hour each week for required religious study in their own churches became apparent at the sessions of the Catechetical Congress.

The congress is the annual convention of the Confraternity of Christian Doctrine, whose object is to stimulate interest in the teaching and study of religion throughout the country.

The suggestion for a religious study hour in the public school week, as put forward at the meeting, is working in Rochester, N. Y., and several other cities in the country.

It is being considered by the congress because of a growing conviction that Sunday School fails to give adequate religious training to the child. One of the chief reasons for this belief is that attendance at Sunday School is not and cannot effectively be made compulsory.

Under the proposal for an official school study hour the time would be given to every child to go to his or her church for religious instruction each week, but attendance at the church class would be required and recorded by the public schools, with the record a regular part of the pupil's school grade. Its bearing on the pupil's promotion would have the weight now given to the regular attendance record.

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Goes Slow

Utah Boy Prodigy Stays in High School

SALT LAKE CITY. — Bespectacled Vernon King, who at thirteen discovered a fifth Latin conjugation, has started another school term, anxious to "be just one of the fellows." With an intelligence quotient his instructors say indicates ability for advanced college work, the slender, sandy-haired fourteen-year-old is content to spend this year completing high school. "It's best not to advance too rapidly," he said soberly. "I'd rather be treated just like the other boys." Whatever his wishes, the brilliant youngster continues to forge far ahead of others in his classes. Last year he lectured on socialism before a group of teachers at the University of Utah. It was last year, too, that he advanced his theory of the fifth Latin conjugation because, he explained, he found verbs that did not fit into any of the four orthodox conjugations.

Doors Close

School Founded in 1876 Fails to Open for Term

ORANGE, N. J.—For the first time since it was founded in 1876, the Dearborn-Morgan School for girls failed to open for the fall term. George L. Shelley, headmaster and owner of the property on which the school is situated, said that the cause was insufficient enrollment. The Dearborn-Morgan School was formed by the combining of three schools in 1876. It was open to boys as well as girls from 1901 until the founding of the Carteret Academy for boys in 1925. The classes at the Dearborn-Morgan School run from first grade through high school. The girls are mostly from New Jersey, Pennsylvania, and New York.

Schools for Bushmen

CAPE TOWN.—There are still some 5,000 original Bushmen left in the Kalahari desert, according to a report of the Government Commission on South West Africa recently issued. The hope is expressed that this community will get the chance to develop and that schools for the children will be provided with training for work at home. The report says they are willing, and capable of excellent work.

Children Helped

Clothing and Shoes Are Provided Pupils

BOSTON.—Not a single child in the Boston school system has been obliged to remain away from school because of lack of clothing or shoes, Dr. Patrick T. Campbell, superintendent of schools, announced at a conference of the school committee. In reply to a question from Dr. Charles A. Mackey, of the committee, Dr. Campbell said that school teachers and school nurses had provided many needy children with clothing and shoes to insure their attendance at school.

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• •

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Lulu—"When I discovered that it made me mad to hear people call you ugly and brainless."

• •

Grudge Moratorium

Mother—"Willie, I thought you were not going to play with the little boy next door any more.

Willie—"I didn't intend to, but today is his birthday and his father gave him a quarter to spend."

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Pianissimo

Mrs. Vaneere — "There's the truck with the piano we bought today. You go right out and tell them to take it back."

Vaneere—"Have you changed your mind about wanting a piano?"

Mrs. Vaneere—"No; but what's the use of buying a $600 piano and having it delivered at night when the neighbors can't see it? Tell the men to bring it back in the morning."

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What a Voice!

"Why did you encourage your wife to quit playing the piano and take up playing the clarinet?"

"Because she can't sing when she is playing the clarinet."

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Gave Them Their Choice

Himber—"They tell me you are the most popular person in the neighborhood. How do you do it?"

Limber—"It was easy. When I moved here I started a rumor that I played the saxophone when I got lonesome."

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Tit For Tat

A very thin man met a very fat one in the hotel corridor. "From the look of you," said the latter, "there might have been a famine."

"Yes," was the reply, "and from the look of you, you might have caused it."